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ABSTRACT

The case study of the establishment of the rural community-based Sault Ste. Marie Area Public Schools' Alternative High School, emphasizing basic academic skills, and with a high Native American minority student population (16 years or older), shows that alienated youths, when given the opportunity and support, tend to show significant growth in academics and in social rehabilitation. Chapter I discusses demograhics of the service area, local efforts to produce change, formation of the Neighborhood Education Center, selection of a program site, and selection and referral. Chapter II contains the evaluation of the Alternative High School Program (1974-75): description of program objectives and evaluation criteria; and selection of evaluation models for program evaluation, needs assessment, program planning, and formative and summative evaluation. Chapter III examines various program results, i.e., services provided, recognition and exposure, student enrollment and disposition data, performance objective data, and conclusions and recommendations. The last chapter looks at the Alternative High School as a vehicle for educational and social change: factors influencing replication (individualized instruction, reward systems); conducive physical and human factors (low student-adult ratio, caring teachers, affective education, strong administrator); student and parent involvement in decision-making; vocationally oriented components, etc. Appendices list agencies and individuals who contributed to the program and a list of topics covered by "survival" classes; and data on students, staff, program costs, and test results.

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"A NEW BEGINNING"

A CASE STUDY OF THE ESTABLISHMENT OF A RURAL COMMUNITY-BASED ALTERNATIVE HIGH SCHOOL, EMPHASIZING BASIC ACADEMIC SKILLS, WITH A HIGH NATIVE AMERICAN MINORITY STUDENT POPULATION.

Volume I

An Occasional Paper Series
Compensatory Education Services

by
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September, 1983

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ABSTRACT

A NEW BEGINNING...A Case study of the establishment of a rural community-based alternative high school, emphasizing basic academic skills, with a high Native American non-reservation based minority student population.

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Abstract

An in-depth reflective first-year evaluation and historical presentation on the establishment of a public secondary community-based alternative education program in a rural setting with a large Native American non-reservation based minority student population. Presented in four parts, the manuscript describes in great detail the first-year operation (1974-1975) of one of Michigan's oldest, strongest, and continuous Alternative Education High Schools. Part I presents the student attributes, community background, needs assessment, selection of program site and referral process. Part II addresses the program's alternative education performance objectives and evaluation criteria, program planning and process, formative and summative evaluation. Part III reports the Alternative Education Center's first year results with discussion on services, student enrollment, dispostions, conclusions, and recommendations. Part IV presents the Alternative Education Center as a vehicle for social and educational change. The extensive external evaluation presents academic achievement results in reading of a mean of 2.4 grade equivalent growth units with a comparable growth pattern in mathematics. Appendices address funding, staffing patterns, community support agencies, test results, and other pertinent data. In sum, alienated youth, when given the opportunity and support, tend to show significant growth in academics and social rehabilation.

80 pages.

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In closing, a special note of appreciation is extended to the Law Enforcement Assistance Agency, U.S. Department of Justice, and Sage Publications for their excellent publications which have served as the framework for this manuscript. (S.R.M. 09/83)

PREFACE

The Office of Compensatory Education Services of the Sault Ste. Marie Area Public Schools, in carrying out its overall mandate to provide special services to the special students of the district, has the responsibility for facilitating and stimulating changes in the school institution which have impact upon student achievement growth and formal socialization of the youth of the school district. Following the family, the school is the major socializing institution in the experience of young people, and positive and supportive experiences in schools are critical to the development of constructive social behavior patterns. Conversely, a significant number of youth involved in delinquency, and other atypical social behavior, reflect a history of negative school experience.

Educators and non-educators alike continue to be critical of present day education programs which fail to meet the social, emotional, academic and vocational needs of all students. The failure to provide adequate support in these areas lead to high rates of suspensions, truancy, drop outs, disruptive classroom behaviors, violence, vandalism, alienation and general student disinterest in learning.

The Sault Ste. Marie Area Public Schools was not unlike many school districts in the United States and faced many of the problems associated with its special sub-culture student body. Thus, this report represents a presentation of the founding of the Sault Ste. Marie Area Public Schools' Alternative Education Center in the hopes that it may be used by other educators and concerned citizens to provide a possible alternative vehicle to provide educational change to the universal special students needing such an alternative.

This report represents volume one of two which addresses the establishment of the Sault Alternative Education Center. Volume II will address a review of its achivements nine years later and will be published within the near future as part of the Compensatory Education Services "Occasional Paper Series".

S. R. Malmberg
September, 1983

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"We're here by choice...."

--School Motto
Sault Alternative High School

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Leo couldn't do anything right.
He couldn't read.
He couldn't write.
He couldn't draw.
And he never said a word.

"What's the matter with Leo?" asked Leo's father.
"Nothing," said Leo's mother.
"Leo is just a late bloomer."
"Better late than never," thought Leo's father.

Then one day, in his own good time, Leo bloomed!

He could read!
He could write!
He could draw!

He also spoke. And it wasn't
just a word, it was a whole
sentence.

And that sentence was. . . .

"I made it!"

Kraus, Robert. Leo the late bloomer. New York: Simon and Schuster, 1971

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I. CLIMATE FOR CHANGE

INTRODUCTION

In 1969, one small but significant facet of Governor of Michigan William G. Milliken's educational reform package was to reclaim the high school drop out. The drive to assist the drop out had been inspired by the Detroit, Michigan, Urban League's cadre of "street academies"; however, the intent was not to compete with these street schools. Following legislative approval of Milliken's education reform package, the Governor assigned three of his aides to research the package.

From this research expedition, came the presentation to the Governor of Michigan of a model from Trenton, New Jersey, The New Jersey street academy program was an attempt to take the "rejects" of the public schools system who dropped out of school every year without the basic skills of literacy needed to hold a job and prepare them for college or the world of work.

The New Jersey program had neither revolutionary methods nor electronic media. All of the staff did not have college degrees--but what they did have was "rap" with the youth, and through this rapport the staff was attempting to dissolve the layer upon layer of student apathy, hoping to strike the spark that could set seemingly "dead-end" youth on the road to college and the world of work.

The Governor of Michigan was very impressed with the New Jersey model and presented it to the Michigan Legislature in 1970. Upon his recommendation, the Legislature authorized the appointment of the Michigan Neighborhood Education Authority and appropriated $100,000 for the purpose of developing, organizing and operating Neighborhood Education Centers within the State of Michigan.

A two-year pilot project in Pontiac, Michigan, demonstrated to the Neighborhood Education Authority that existing community resources and alternative approaches to high school completion could be bound together to produce an education innovation that could be

both accreditable and effective in serving the needs of high school drop outs. The Pontiac project also demonstrated that comprehensive alternative educational programs could be effective in assisting the high school drop out with his or her personal problems and in helping him or her establish and obtain productive goals.

As a result of the above findings from the Pontiac project, in 1972 the Michigan Legislature, with the recommendation of the Michigan State Board of Education, appropriated $500,000 for creating and developing Neighborhood Education Centers throughout the state of Michigan. In September of 1973, applications were sent to all school districts in the state.

The interest in and the response to the development of programs for high school drop outs was "greater than" the $500,000 could fund (applications were received totalling over one and one quarter million dollars). It is worth noting that no application received depended entirely on the Neighborhood Education Authority's funds. Instead, community groups and agencies were required to support proposed programs with pledges of buildings, supplies, personnel, and monies. From the applications received, seven communities were selected for funding: Pontiac, Detroit, Flint, Grand Rapids , Niles, Kalamazoo, and Benton Harbor.

The programs were different in many respects because of the unique needs and problems inherent in each community. However, all programs emphasized the basic skills, problem-solving techniques, and occupational and career goal setting.

In September of 1974, the Sault Ste. Marie Area Public Schools became the eighth district/community to receive funding for its proposed Alternative High School.

Demographics of the Sault Ste. Marie Area Public Schools Service Area

The Sault Ste. Marie (pronounced "Sue Saint Marie"), Michigan Area Public Schools, located at the Eastern end of the State of Michigan's Upper Peninsula, had a 1973-1974 school year enrollment of 5,200 students, of which 1,038 were from the community's Native

American population. The school district is unique in many ways. It includes the City of Sault Ste. Marie, founded in 1668 by Father Jacques Marquette, four adjacent county townships, and several year-round populated islands, and is located on the international border between the United States and Canada. Based on 1970 United States Census data, the total school service area population is 18,569. About 82 per cent of the population lives within the City of Sault Ste. Marie, while the remaining 18 per cent lives in sparsely populated rural areas. The district's total square miles is larger than the entire state of Rhode Island, creating tremendous challenges to busing, scheduling, and road travel during the winter months.

It is an extremely poor school district. According to 1970 Census data, an estimated 18 per cent of the population lives below the national poverty level threshold and 28 per cent of this percentage is living below 125 per cent of the poverty level threshold. The population is comprised of about 80 per cent Caucasians and 20 per cent Native Americans of the Chippewa Tribe, giving the school district the largest population of Native Americans per capita of any school distict in the United States. The Native American population is unique in the sense that it is scattered throughout the community, in all neighborhoods and all socio-economic strata, and is without a reservation base. The Sault Ste. Marie Tribe of Chippewa Indians is, however, the largest federally recognized Indian Tribe East of the Mississippi River.

The service area of the school district continues to show a major decline in population precipitated by the closing of all major manufacturing firms during the mid-1950's recession, and exascerbated by the closing of large military installations (including a large United States Air Force Base, U.S. Missile Base, U.S. Air Force Radar Base, and U.S. Coast Guard support stations) in the 1970's. The school district continues to lose about 200 students per year and in the 1980-1981 school year had a population of 3700 students, K-12. Within the last ten years, the district's overall student population decline has resulted in the closing of one junior high school and four neighborhood elementary schools, and the collapse and consolidation of auxiliary services.

According to 1970 U.S. Census data (the latest available), of the approximately 12,878 adults age 21 and over within the school district service area, only 7.5 per cent have completed four or more years of college. About 6,091 or 47.3 per cent have not completed their high school education, 1,600 or 12.5 per cent of the adults have not completed eighth grade, and about 475 or 3.6 per cent have not completed the fourth grade. This situation is compounded by the fact that an average of 100 students a year are officially classified as drop outs from the Sault Ste. Marie Area Public Schools. (see Table 1).

High unemployment in the Sault Ste. Marie Area School District has plagued the area for the past twenty years. According to the Michigan Employment Security Commission, the unemployment rate is consistently over 20 per cent. Unemployment rates rise to about 35 per cent from October through April annually and drop to about 12 per cent from May to September because of the seasonal tourist-trade nature of much of the employment in the area.

In contrast, Native American unemployment, according to the Michigan Employment Security Commission, is approximately 43 per cent annually. Of significance is the observation that this percentage corresponds closely to the 40 per cent Native Americans who have not completed the eighth grade.

The Chippewa County Department of Social Services of the Michigan Department of Social Services indicates there is widespread poverty throughout the school district, within a one year period (see Table 1).

Table 1

Widespread Poverty

	June 2, 1980		June 1, 1981	
	Families	Individuals	Families	Individuals
Aid to Dependent Children	436	1,524	700	2,290
General Assistance	94	159	234	254
Medical Assistance	436	1,524	1,078	1,078
Food Stamps	288	1,094	1,177	4,473

The total cost, excluding food stamps, was $133,550 per month, on earnings of only $67,829; while benefits of $35,400 and grants of Aid to Dependent Children were $283,825 to families within the Sault Ste. Marie Area Public School District in June of 1981.

The above community agency data are further supported by Compensatory Education Division data generated from within the Sault Ste. Marie Area Public School District, data which also document a district-wide community of poverty, i.e.:

Table 2

District-Wide Poverty

April 15, 1981

School	Enrollment	Free Lunch	Percentage of Poverty
Washington	373	158	48%
Jefferson	197	113	57
Lincoln	439	216	49
McKinley	270	103	50

The above study, completed on April 15, 1981, reveals a consistent pattern of community poverty. A review of annual studies conducted over the last fifteen years and preserved in the Compensatory Education Division files of the Sault Ste. Marie Area Public Schools, revealed no significant change from the data reported here.

Reflected within the larger community population figures are the special and unique characteristics of the Native American population. Demographics of the Native American population reveal that forty-three per cent of this population live below the national poverty level threshold, while 73 per cent receive public assistance.

This, then is Sault Ste. Marie, Michigan.

Local Efforts to Produce Change, 1971-1974

Like school personnel from other school districts in the state of Michigan who were attempting to serve the students Indian descent, the staff and administration of the Sault Ste. Marie Area Public School district and the Sault Area Vocational Skill Center had been aware for quite some time that the school success of Indian children had been lagging substantially behind the school suc-

cess of children in general. The educational leaders of the dominant society of Sault Ste. Marie, Michigan, had taken it for granted that the opportunity for an equal education was present for the Indian ethnic minority students, who, they presumed, would take advantage of the educational services rendered by the educational institutions in the area. However, research statistics indicated this was not the case. In reviewing 1972-1973 school year records of attendance, of the 72 high school drop outs, 23 were Native American (32%); while the 1973-1974 records indicated 43 (42%) of the high school drop outs were Native American.

Efforts to place the Indian students in continuing education programs offered by the Sault Ste. Marie Area Public Schools' Community School Programs were not met with any degree of participation. Very few of the Indian students returned to the Evening Adult Program to complete their high school program. It became apparent that it was not enough to simply offer classes. A "grass roots" personal contact and counseling program would have to be implemented in order to fully educate the adult Indian population of the Sault Area about both the educational and vocational opportunities available to them and the benefits derived from participating in an alternative educational program.

For three years, from 1971 to 1974, concerned members of the Sault Ste. Marie Tribe of Chippewa Indians met bimonthly with representatives of the Sault Ste. Marie Area Public Schools Board of Education to seek additional help for the special educational needs of the Indian students. The Sault Ste. Marie Area Public Schools' Board of Education, in an effort to improve the educational attainment of its Indian student population, approved and supported three special programs introduced which attempted to provide additional help to the Indian students.

The first of these programs consisted of an "Open Concept School for Indian Education", and resulted in a much closer communication between the Indian community and the schools. The program was developed in a neighborhood elementary school, had an Indian student population of 67%, and was designed to improve the basic cognitive skills of the students, while attempting to increase

parent participation in school programs and activities. The program was successful in meeting its objectives and was cited by the Michigan Department of Education as one of Michigan's ten "Promising Educational Programs."

The second program was a vocational education program designed to assist the Indian students having difficulties at the high school level who were enrolled in vocational education. The program was instrumental in reducing the Indian student drop out rate while simultaneously providing the Indian student graduate with a marketable/employable skill. However, because of its specialized and restricted nature, it did not help a large percentage of the high school Indian students but did contribute to a cummulative 23.4 per cent reduction of the Indian student drop out rate, over the three-year history of the program.

The third program was an Indian Education program, which was funded under the Indian Education Act of 1973, Title IV-A. It was designed to provide cultural and remedial services to the district's Native American elementary students.

None of these programs, however, addressed the Indian student drop out, nor the drop out problem of the total district. Thus, in the Spring of 1974, the author called together various community agency representatives, including members of the Sault Ste. Marie Tribe of Chippewa Indians, for the purpose of developing a program designed to identify and fill voids in Indian Education for the secondary school Indian student drop out. Representatives from the District and Juvenile Courts, the Probation Office, the Public and Mental Health Departments, the Welfare Department, the Office of Indian Education, Lake Superior State College, the Community Action Agency, the Intermediate School District, the City Police Department, the Sault Area High School and Area Skill Center, and the Community Schools were in attendance.

Historically, the Community School Program of the Sault Ste. Marie Area Public Schools had sought to fully involve the Indian community in its educational services. The results of previous attempts, however, were sporadic and no plan had been formulated to serve the Indian student who was age sixteen and over and had

dropped out of school. The need for high school completion classes, vocational education and counseling services, and efforts directed toward corrective social behavior change, were expressed as necessary social/educational components of any innovative education alternative by the members of the Indian community in attendance at the meeting.

Previous attempts to provide programs to meet these needs had been attempted at night through the Community School's Evening Adult Program. Transportation had been a deterent for participation by the Indian community, and, obviously, regular day school had not been a success. Few Indians attended classes on a regular basis. Efforts to provide transportation by the Chippewa County Department of Social Services, Volunteer Services Unit, had not greatly increased the participation factor. Comments from the Indian community representatives indicated that evening alternative education programs would not include a large participation from the Indian community due to adverse weather conditions, transportation problems, limited resources for child-care arrangements, and lack of family support for educational achievement. With these stated restrictors, it became apparent that any alternative education program would have to be conducted during the day.

Through a process of community needs assessment conducted by the various community agencies, schools, and Tribal representatives, a need for vocational guidance and employment opportunities arose. This was especially evident in the community's Indian population. While the community unemployment rate hovered around 25 per cent, Tribal unemployment figures indicated an 80 per cent rate for the Indian adult. Tribal officials indicated that the main reasons for this high rate were lack of a high school diploma, lack of employable skills, lack of basic academic skills, and economic deprivation.

The author reviewed the educational attainment of those student drop outs from the Sault Ste. Marie Area Public Schools previously mentioned, and the data indicated extremely low literacy rates. Competence in the basic skills in the areas of reading, comprehension, and verbal and written communication was absent.

as way any evidence of vocational skill training from any Indian student's record. Thus the need for educational services was growing in direct proportion to the continous spiral growth of socio/economic deprivation experienced by the young Indian adults (see Table 3).

The Formation of a Neighborhood Education Center

It was apparent that the salient needs of Native Americans, chronic unemployment, a lack of vocational skills, and a lack of educational credentials, would have to be simultaneously addressed in the development of an alternative education program to meet the needs of the community's Indian adult population. The community agencies of Sault Ste. Marie, Michigan, hoped and the author envisioned that, through the formation of a Neighborhood Education Center, the objectives of such a program could be crystalized, implemented and achieved. In this way, drop out students would be provided with an alternative educational program specifically designed to meet their individual needs so that the educational, vocational, and personal goals of this special population of potential students could be nurtured and developed.

The Chippewa County Department of Social Services, the Michigan Department of Social Services, the Human Resources Agency of Mackinac, Luce, and Chippewa Counties (Community Action Agency), and the Sault Ste. Marie Area Public Schools were to become active participants in the program. The social agencies, through various funding sources as well as through active local financial participation, generously provided both services and staff to the project. The need for child care services for single parents was met by the Chippewa County Department of Public Health and Social Services, while the requirement for educational programming was met by the Sault Ste. Marie Area Public Schools.

The full support and coordination of services of the Sault Ste. Marie Area Public Schools was delivered to the program through the staff and facilities of the Compensatory Education Division and Community Schools Division. The Sault Area Skill Center provided

Table 3

Sault Ste. Marie Area High School Drop Out Rate Per Semester

Enrollment		Drop Outs	Drop Outs Percentage
Fall, 1982	1,067	37	3.47
Spring, 1983	1,032	37	3.59
Fall, 1981	1,120	44	3.93
Spring, 1982	1,090	52	4.77
Fall, 1980	1,176	62	5.27
Spring, 1981	1,119	57	5.09
Fall, 1979	1,300	66	5.08
Spring, 1980	1,216	44	3.62
Fall, 1978	1,349	57	4.22
Spring, 1979	1,317	56	4.25
Fall, 1977	1,462	27	1.16
Spring, 1978	1,405	29	2.06
Fall, 1976	1,551	23	1.21
Spring, 1977	1,474	41	2.70
Fall, 1975	1,600	49	3.06
Spring, 1976	1,478	53	3.31
Fall, 1974	1,658	73	4.40
Spring, 1975	1,503	27	1.79
Fall, 1973	1,622	30	1.85
Spring, 1974	1,544	71	4.59
Fall, 1972	1,635	30	1.83
Spring, 1973	1,620	34	2.10
Fall, 1971	1,587	39	2.42
Spring, 1972	1,574	42	2.66
Fall, 1970	1,365	54	3.97
Spring, 1971	1,598	42	2.64

Source: Attendance Office and Records, Sault Ste. Marie Area High School, Education Plaza, Sault Ste. Marie, MI 49783

special programs and services, while the Michigan Employment Security Commission actively sought to provide employment opportunities and placement for the students in the program.

Through an outreach effort, interagency cooperation among the Sault Ste. Marie City Police Department, the Chippewa County Sheriff's Department, the Michigan State Police, the Probate, Juvenile, and District Courts, the various probation/parole officers, and the Sault Ste. Marie Neighborhood Education Center developed such that educational communication linkages for the presentation and deliverance of information to these concerned agencies were forged and strengthened. These linkages, considered vital to well-functioning of the program, provided alternative dispositions to many of the Center's students and agencies' clients. Significantly, jail sentences, probation terms, etc., included services provided by the Neighborhood Education Center.

During the planning and formation stages of the program (in order to be considered and receive funding) it was necessary to form a Board of Directors for the Sault Ste. Marie Neighborhood Education Center, Inc. Therefore, five parents of Indian descent were recruited to constitute 55.5 per cent of the nine person board. The remaining board membership consisted of one Neighborhood Education Center student, and one representative each from the Sault Ste. Marie Area Public Schools' Compensatory Education and Community Schools divisions, the Chippewa County Department of Social Services, the Sault Ste. Marie Tribe of Chippewa Indians, and the Chippewa County Juvenile Court (see Figure 1).

The organization and staffing patterns of the Neighborhood Education Center required the employment of a Project Director who would be responsible for the supervision and direction of the program. The director would coordinate student/client programs and would be administratively responsible for all staff instructors and counseling advisors. The Board of Directors were able to employ in this capacity an individual who held a baccalaureate degree in education, and a secondary teacher certificate for Michigan, and who had had previous experience working with children with educational/social problems. Moreover, the Director had additional life exper-

Figure 1

SAULT STE. MARIE NEIGHBORHOOD EDUCATION CENTER
ORGANIZATIONAL FLOW CHART

Sault Ste. Marie Area Public Schools' Board of Education

+

Superintendent of Schools

+

Director of Compensatory Education Services

+

Director of Alternative Education

+

Neighborhood Education Center Advisory Board ----------+---------- Cooperating Community Agencies

+

+------Secretary

++

Mathematics/ Science	Food Service Indep. Living	English/Communication Skills	Social Studies	Cons. Ed. Counselor

+

Maintenance of bldg. (Alt. Ed. Students) ----------+------ G.E.D. Prepartion, Rem. Reading Laboratory

+

Transportation/Public Bus ------+------ Student Hot Lunch Program

+

Auxiliary Service Providers

Dept. of Social Services
Area Public Schools
Area Skill Center
Inter-Tribal Council
Sault Ste. Marie Tribe of Chippewa Indians
E.U.P. Mental Health Clinic
Pregnant Teens Program
Upward Bound Program
Juvenile, District, and Circuit Court
Johnson O'Malley Education Programs
Indian Education, Title IV
C.E.T.A.
Mich. Dept. of Education
Chippewa County Department of Public Health

iences that allowed him to have empathy for the students.

In addition to the Director, the High School also employed a receptionist/secretary of Native American descent.

The professional staff consisted of three teachers, each of whom met Michigan state teaching certification requirements and had experience in remedial reading, and/or vocational reading, mathematics, and science/social science. In addition, each of the staff members brought to the project a personality that was unique and needed for the program. The remedial reading teacher, a father of seven and grandfather of three, was affectionately called by some of the students "Pop". To many of the students he became the "father" they never had. The science/social studies instructor was a young, recent college graduate, black man who had graduated from the community's four-year college with numerous athletic awards for his achievements. (In discussions with students during the year, it became evident that many students "idolized" him for his accomplishments, and attempted to model his life style and goals. This single staff member, it might be mentioned, comprised 33 per cent of the community's entire black population.) The other instructor was a young, single female, born and raised in the community. She was one of eleven children in her family of origin. In time, she became, to many of the students, the "sister" or "girl-friend" whom the students "idealized".

A counseling coordinator was also employed for the purpose of establishing a workable relationship between the students/clients and the various agencies of the community. This young man was recruited from within the Sault Ste. Marie Area Public Schools personnel for his "Pied Piper" techniques with students. That is, his charismatic personality allowed quick establishment of rapport, respect, and understanding with the students. He was able to suggest alternatives, and students would follow his prescriptions.

One atypical employee was also employed, and was classified as the "Streetworker/Recruiter". He was a young male, Native American, an Evening Adult high school graduate, who was given the responsibility of maintaining communication between the program and the Sault Ste. Marie Tribe of Chippewa Indians, the schools, and the

vice agencies, law enforcement offices, and the main street "hang-outs" of alienated school youth and potential Neighborhood Education Center student/clients. Specifically, he was to visit the parents of referred students to advocate and encourage participation in the program.

Other support staff was drawn from participating agencies. This staff time contribution required, on the part of the agencies, a re-assessment of case-loads, a redistribution of time, and re-scheduling. Since many of the students were receiving services from various community agencies, this service utilization for program participants required a refocusing and direction of staff assignments. Through this cooperative arrangement, the Neighborhood Education Center received the services of a certified social woker, two teacher aides, a part-time career/vocational counselor, a home-school coordinator, and a student teacher from Lake Superior State College.

Selection of Program Site

In the selection of the program site, the Board of Directors considered the population to be served and finally located a facility in an area predominately inhabited by the Indian ethnic minority. The facility was adjacent to the Roman Catholic Mission of Saint Isaac Jogues. The membership of the church mission is predominantly Indian and, upon approach, the parishoners were very receptive to the concept of the Neighborhood Education Center being located at their site.

Saint Isaac Jogues is a very poor church financially and arrangements for rent, heat, and utilities were made in order to operate the facility during the harsh winter months. All of the cost of heat, lights, telephone, etc., was assumed by the Chippewa County Department of Social Services Board, while all of the Neighborhood Education Center activities were designed for operation during the normal working day. This mutually satisfying arrangment allowed the mission to continue its evening programs without interuption.

Selection and Referral Process

For the students, the selection and referral process to the Neighborhood Education Center was relatively simple and easy (see Figure 2). Upon recommendations from the Sault Ste. Marie Area Public Schools (its guidance department, vocational skill center, and other divisions), referrals were made to the Alternative High School Director and staff. In like manner, referrals were received by the streetworker/recruiter from the Sault Ste. Marie Trie of Chippewa Indians, the Chippewa County Department of Social Services, and other community agencies. Because of mandatory school age (age 16) attendance laws in Michigan, referrals were based on four guidelines.

1) The student must be at least 16 years of age,
2) The student must be a returning student from a recognized educational institution or program.
3) The student must show a willingness to seek alternative educational programs, and
4) The student/client must demonstrate a verbal, and later written, commitment to pursue this alternative educational program.

The prospective client/student was interviewed by the student counselor/coordinator of the Alternative High School. The interview process included such areas as aptitude, ability, and interest testing, through specially trained vocational and educational counselors provided by the Sault Ste. Marie Area Public Schools and the Chippewa County Department of Social Services working cooperatively with the Alternative High School Director and the student counselor/coordinator. A special individualized alternative educational program, planned and designed to specifically meet the individual student/client educational needs was offered. With this in mind, commitments were sought from the student as to her or his willingness to participate in the program. It was clearly stated to the student that the alternative education program was an alternative approved educational program plan, so designed to meet either the edu-

Figure 2

SAULT STE. MARIE AREA PUBLIC SCHOOLS' ALTERNATIVE HIGH SCHOOL
STUDENT PROCESSING

Students - Community Agencies - News Media - District Court -
Parents - C.E.T.A. - High School Principal - Probate Court - Friends
Dept. of Social Services - Michigan Employment Security Commission

+

Sault Alternative High School

+

++ Student Consultation: Short and Long Range Plans Established ++
High School Completion - G.E.D. Preparation - Pregnant Teen Program
Vocational Education - C.E.T.A. - Work Experience Programs
Work Study Programs - Full-Time/Part-Time - Special Programs

++

+

Pre-testing in Reading and Mathematics

+

Implementation of Student Alternative Education Plan

+

++++++++++++++++++++Support Services Provided++++++++++++++++++++
Sault Area Vocational Skill Center C.E.T.A. Health Department
Probate Court District Court Upward Bound Mental Health
Michigan Employment Security Commission Intermediate School Dist.
Planned Parenthood Substance Abuse Counseling Pregnancy Guidance
Lake Superior State College

++

+

Post-testing in Reading and Mathematics
Graduation
High School Completion/Vocational Certification
G.E.D. Completion

+

Placement and Student Follow-Up, Including:
College - Employment - Military Service - Training Programs -
Apprenticeship Training Programs - C.E.T.A. Training Programs

cational requirements for graduation or the G.E.D. equivalency program for a high school diploma. It was further pointed out to the applicant that within the program were vocational educational training program opportunities, and related health, medical, and dental services. It was noted that through the cooperation of the Michigan Employment Security Commission, the Chippewa County Department of Social Services, Lake Superior State College, and other community organizations previously mentioned, these efforts would be truly undertaken for each student enrolled.

It was the intent, by asking for a stated commitment from the potential client/student, that the program would indeed take on meaningful and worthwhile activities for each individual participant. The author recognized that a great amount of dissemination and cooperation would have to be conducted for this purpose and during the first year of the program's operation spent a tremendous amount of time in these efforts.

Instruction and Students' Schedule

The program called for at least a minimum of two hundred minutes of weekly instruction per each cognitive class, allowing the project to be in compliance with Michigan State education laws/rules and regulations, and thus be eligible for reimbursement for each student enrolled. Two three-hour modules of instruction were designed. One module took place in the morning, from 9 a.m. to 12 noon, and the second module commenced at 1 p.m. and ran until 4 p.m. This half-day schedule allowed employment opportunities to be explored and continued for each student. Simultaneously, uniquely designed support courses for individual and independent living, for "survival", and for supplimental avenues of individual and community assistance were implemented within the program.

The length and duration of the program were designed to run concurrently with the normal school week and year within the Sault Ste.Marie Area Public School District, while the half-day schedule allowed rural students the opportunity to use the public school transportation services. As would be expected, recruitment efforts

for the program were undertaken during the months of August and September of 1974 so that the recognized alternative education program students would be officially counted on the State of Michigan's Fourth Friday of School Membership Count for State Aid reimbursement.

Special services, as required by the individual student's needs, were recognized and acknowledged. Some of these services included child-care arrangements, transportation, medical physicals, mental health referrals, public health clinic referrals, etc.

The Sault Ste. Marie Area Public Schools, as an educational institution for the area, formally recognized the Alternative High School students' efforts, attempts, and high school equivalency completion within the program. All rights, responsibilities and privileges (including a high school diploma or G.E.D. equivalency) were rendered upon successful completion of the program by each individual participant. Students were issued "Student I.D. Cards", insurance coverage options, library cards, athletic events passes, etc. In addition, each student was guaranteed 100 per cent use of all of the district staff and faculty to assist him or her in his or her educational program.

II. EVALUATION OF THE SAULT STE. MARIE AREA PUBLIC SCHOOLS' ALTERNATIVE HIGH SCHOOL PROGRAM--1974-1975 (FIRST YEAR OF OPERATION)

Description of Program Objectives

and

Evaluation Criteria 1974-1975

Six basic objectives were developed for the program by the author. For the purpose of discussion in this presentation of a case study, they are being presented in "Table" format, both for clarity of introduction and for evaluation (see Tables 4 through 6).

Table 4

Description of Program and Evaluation

Product Performance 1	Description of Planned Program Component
1. Individuals: Sault Alternative High School Students/Clients	1. Students will attend academic classes in the Alternative High School after developing an individualized approach to education with their counselor.
2. Behavior: Comprehension/ Respond	2. Once a Neighborhood Education Center student has determined his/her goals, he/she will be required to meet the required standards as they apply to each program and/or course.
3. Object of Behavior: Educational services, high school, basic education, vocational education G.E.D., and career education/guidance	3. Adult Basic Education and adult high school classes will meet for 30 weeks, 3 hours per day. These classes will not exceed 15-20 students per module. Individualized and small group instruction will be provided as determined by the student and instructor. This includes vocational education classes.
4. Time: September through June, 1974-1975, regular school year	4. Career and vocational counseling will be an on-going process.
5. Measurement: Number of requests for educational services and the number enrolled in various academic areas	5. G.E.D. testing and preparatory classes will follow the same format. Academic goals to stress the individualized approach toward education. Each student may choose a goal designed to his/her individual needs. Achievements may be a variety of individualized goals.
6. Criterion for Success At least 60% of the students will attain goals.	

Table 5

Description of Progam and Evaluation

Product Performance 2	Description of Planned Program Component
1. Individuals: Sault Alternative High School Students/ Clients.	1. Individualized programs will be developed in cooperation with the counseling staff for each student.
2. Behavior: Respond/Application	2. Counseling will be on a regular basis and the individualized prescription will be mutually agreed upon by the counselor and student/client.
3. Object of Behavior: Attainment of individualized educational goals through counseling.	3. The counseling program will take advantage of the following educational services when working with each student/client: a. Basic education program b. High School diploma program c. Career Awareness program d. G.E.D. testing services e. Work/Study program f. Any combination of the above mutually agreed upon by the counselor and the student/ client.
4. Time: September through June, 1974-1975 regular school year	
5. Measurement: Individualized educational prescription through counseling worked out with each student	
6. Criterion for Success: At least 80 % of the students will attain their goals.	

Table 6

Description of Program and Evaluation

Product Performance 3	Description of Planned Program Component
1. Individuals: Sault Alternative High School Students/Clients	1. Documentation of all measures taken to seek employment sites and referral sources.
2. Behavior: Application/Respond	2. Documentation of all students and clients who obtained jobs and their work records.
3. Object of Behavior: Skills for employment opportunity	3. Placement Director will work closely with counselors and students to place students in the job market.
4. Time: September through June, 1974-1975 regular school year	4. Academic classes will provide background to help students learn good work habits and learn how to apply for jobs.
5. Measurement: Number of students working with Placement Director	5. The Sault Area Skill Center Placement Director will be available on a regular basis to work with the Neighborhood Education Center students.
6, Criterion for Success: At least 70 per cent of the Neighborhood Education Center students will be placed in new employment situations.	

Selection of the Evaluation Model for Program Evaluation

To assess the degree of success achieved by the Alternative School project as it functioned during the first year, 1974-1975, the author selected to use an evaluation model known as "program development", or "action research" since this model provided a useful picture of the exchange of information that was taking place among the staff, students, sponsors, and community. Such an evaluation model also permitted the author to both assess changes in the information needs of the various audiences as the program was maturing and to respond to such changing needs with flexible and fluid program revisions.

This model of program development, at least in its major outlines, had guided evaluation theory, practice, and training conducted by the author in his role as Director of Compensatory Education for the Sault Ste. Marie (Michigan) Area Public Schools since July, 1973. The purpose behind using such a model has been to give staff, sponsors, and the Board of Education of the Sault Ste. Marie Area Public Schools a common framework for thinking about and discussing educational innovations and assessment of program delivery and service that might be otherwise too multifaceted to deal with clearly. For this reason, the model is highly "idealized". Its fit to the "actual" realities of evaluating programs is programmatically adjusted to reflect the reporting demands of funding agencies and other hierarchically-layered decision-makers.

The author's model, as shown in Figure 3, "Stages of the Evaluation Model for Program Development", views program evaluation as the process of selecting, collecting, and interpreting information for the purpose of keeping various audiences informed about the program. Usually these audiences will use such information to make decisions. The kinds of decisions that need to be made about various Compensatory Education programs depend on the stage of development of the program. Thus, the author views the process of creating school programs as taking place in four phases.

Figure 3

Stages of the Evaluation Model

for Program Development

1		2		3		4	
Needs Assessment	>	Program Planning	>	Formative Evaluation	>	Summative Evaluation	

Needs Assessment

The first phase in the cycle of program development for the Sault Alternative High School was the Needs Assessment during which the program's goals were determined. Briefly, since this phase has been previously described, these tasks included gathering responses from the Indian community, soliciting the opinions of the high school staff and administration, and collected data to determine actual need. Of course, the funding agency of the Michigan Neighborhood Education Authority had more or less declared a need by making the money available for community programs aimed towards providing an alternative education program to the high school drop out of Michigan.

Program Planning

The second phase in the model of program development employed by the author was (and is) Program Planning. As mentioned earlier, the author called upon the support of community agencies, in-school divisions, parents, courts, college educators, and other experts within the community to assist in this undertaking. Because of the uniqueness of the community--its rural isolation, the presence of its Indian ethnic minority, and its consistently high unemployment,

etc.--the need to reach goals as described prompted the author to design a proto-type program. The proto-type was created by using available community resources and by putting together materials, activities, and administrative arrangements that had not been tried before in the community. In addition, the situation required the author to moderately adapt program components from already existing alternative education programs in Michigan so as to be in compliance with the Michigan Education Neighborhood Authority funding agency. At this point in the process, plans were laid for evaluation of the program. In essence, the focus or the preoccupation of the first two phases of this evaluation model was upon uncovering and delineating the program's own goals. During the needs assessment phase goal priorities were set, while during the program plan-phase a program to reach the goals was designed.

Formative Evaluation

Phase three of the author's selected evaluation model was the Formative Evaluation process. This required collecting and sharing the information with concerned decision-makers for program improvement. While the program was being installed, this process almost exclusively occurred between the author, the project director, and staff to adjust the setting and improve the delivery system. This process, which occurred during the formative months of the project, allowed the project staff to grow, to make mistakes, to correct or solve problems, and to reach a point where the program was running smoothly before deciding how good the alternative education program was. During this time, while the program was in a developmental stage and full of trial and error, the staff was concommitantly trying to implement it properly, to revise the program to meet particular situations and circumstances, and to make sure the students were making progress.

During the first semester of the program's operation, the exact nature of the program and the manner in which it was expected to achieve its goals were made explicit to the staff. Therefore, during the formative evaluation stage, this process allowed the author not

only to help the staff develop the program, but also to conceptualize "what the program was" and "how it was to work". Since the author believes this conceptualization process was an essential precondition for summative evaluation, this step of formative evaluation layed the groundwork for the first-year evaluation.

Summative Evaluation

The Summative Evaluation, the fourth phase in the author's model of program evaluation/action research, looked at the total impact of the program. It differed from the formative evaluation in its timing and audience, and in the author's relationship to the project. Since the program had passed its developmental stage and was functioning as intended, it was ready to be summarily described and judged. This judgment had to be made to determine whether or not the program should be continued, or should be expanded, and whether or not the program should be recommended for adoption/adaption in other school districts/communities. In addition to evaluation made by the author, other key decision-makers included the principal of the community's traditional high school, the Board of Education, numerous community group agencies, parents, courts, teachers, and of course the State of Michigan's Neighborhood Education Authority--the principal funding agency.

While the results of the Summative Evaluation step follow, other evaluation methodologies could have been used in addition to the model employed. However, the constraints imposed by funding agencies, and by the informational demands of local community agencies, and by teaching staff interest more or less set the stage for the four-stage evaluation previously described. All phases of the model were crucially important to the introduction and maintenance of an alternative education model into the author's community, a venture which perisited perhaps because it had within its structure the capacity to respond to change through the '70's and into the '80's.

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III. PROGRAM RESULTS AND DISCUSSION

Services Provided

In June of 1975, the Sault Alternative High School completed its first year of operation. Open to any person sixteen years or older who had not attended a regular public high school for at least one semester, the Sault Alternative High School provided a variety of educational programs and services for 125 students during the 1974-1975 academic year.

Daily programs, designed to meet the individual student needs and time schedules, focused on basic academic skills and remedial assistance in the areas of English, mathematics, social sciences, and American History and Government. Students also received counseling in career and vocational planning, and assistance in finding part-time employment and information about community resources available for meeting educational, medical and social needs.

Students selected either a morning or afternoon schedule at the Alternative High School. Those individuals interested in vocational training were encouraged to attend the local Area Skill Center and Community School Evening Adult programs in addition to their regular Alternative High School sessions.

Visitors to the project site during the first year of operation indicated that the relaxed, open atmosphere seemed conducive to a high degree of interaction between students and staff. Pauses between structured class sessions provided numerous opportunities for interaction among students, staff, and visitors.

A considerable degree of the success of the Upper Peninsula of Michigan's first Alternative High School can be related to the innovative organization and funding sources for the program. The Alternative High School was administered by an independent incorporated Board of Directors composed of five parents, a student,

and representatives of the Chippewa County Department of Social Services, the Sault Ste. Marie Tribe of Chippewa Indians, and the Sault Ste. Marie Area Public Schools. The Alternative High School Board established policies and provided coordination for the community agencies which assisted the Alternative High School students.

Funding for the program involved several sources. A special competitive grant was awarded to the author for the program by the State of Michigan's Neighborhood Education Authority, the Sault Ste. Marie Area Public Schools provided all the state aid generated by the returning students to the program, and a Michigan Educational State Aid Act, Section 48, competitive grant award was also received. The Volunteer Services Division of the Chippewa County Department of Social Services provided direct financial support, while the Chippewa County Welfare Board covered the costs of secretarial staff, renting of the facility, heat, lights, and other utilities. The Sault Ste. Marie Tribe of Chippewa Indians provided the funds for the employment of one teacher aide, and also the cost of transportation for its members to the Alternative High School.

In addition, a number of agencies and organizations cooperated by providing services and resources. Oftentimes, this required a rearranging of social workers' schedules, nurses' visiting schedules, hours for day-care service provisions, etc. A large number of individuals within the community also shared their skills, knowledge, and time with the staff and students of the Alternative High School by giving invited presentations and facilitating special discussions (see Appendix A). The Alternative High School incorporated the cooperation and efforts of a broad spectrum of community and state resources, a dimension which surely added to the success of the program's first year of operation.

Recognition and Exposure

The community was periodically informed about the activities and progress of the Alternative High School program. Numerous descriptive newspaper articles and whole-page explanatory displays were published in the local paper, the Sault Ste. Marie (Michigan) Evening News. Significant events were also emphasized through reports on the local radio stations.

Perhaps one of the most important results of the program was the completion of the high school degree requirements by eleven of the twenty seniors and the successful completion of the G.E.D. examination by four additional students. Thus a total of 15 Alternative High School students achieved the high school diploma or its equivalent during its first year of operation.

In addition to the local recognition, the staff and students broadened the exposure of their program through trips to and interchanges with local agencies and through outreach efforts throughout the state and region. Among the sites visited by students were the Algoma Steel plant, Sault Ste. Marie, Ontario, Canada, and Pendill, Michigan's National Fish Hatchery.

The staff visited alternative education programs in both Niles and Kalamazoo, Michigan, to exchange ideas and discuss common problems in programming and motivation of students. The Alternative High School hosted educators from Manistee, Michigan's Public High School, and from Iron-Dickinson, Michigan's Intermediate School District, and invited and welcomed the staff from Troy, Michigan's new alternative education program upon their visitation to the Sault. Dr. Ralph Nelson, the director of Project F.O.C.U.S. (Portland, Oregon), attended class sessions, and exchanged ideas with the staff of the Alternative High School as a basis for educational interchange and the development of techniques appropriate for his home program. Each of the above outreach exposures provided the Alternative High School staff with opportunities to make presentations concerning the Sault Ste. Marie Alternative Education program and its goals.

Student Enrollment and Disposition Data

As a preliminary overview of the program data, the following tables represent a breakdown of students by age and sex (see Table 11) and a summary of the follow-up information on the students at the end of the first year (see Table 12).

Table 7

A.H.S. Students: Age, Sex

Period: Sept. 1, 1974 - May 30, 1975

Sex	Age									
	16	17	18	19	20	21-22	23-25	26-30	30+	Total
Male	17	25	12	6	4	9	2	0	0	75
Female	10	10	6	9	5	3	5	1	1	50
Total	27	35	18	15	9	12	7	1	1	125

As can be seen in Table 7, most of the students are from age 16 (the minimum age for admission to Sault Alternative High School) to 19 years of age. A total of 125 students attended the program at some time during the 1974-1975 school year. The average age of the students (75 males and 50 females) was 18.5. Fifty members of the total student body were of Native American descent. Seventy-five of the students had been previously arrested by the police, and seven had been paroled from prison. Seventy-three of the families repre-

sented by the students had received some form of public assistance. Five of the students were involved with the police or the courts while they attended the program. However, only two students were suspended or expelled from the Alternative High School during the school year.

The student recruitment for the program was carried out through a variety of agencies. As has been previously described, these included the Department of Social Services, police, courts, public health and mental health departments, schools, employment agencies, the Sault Ste. Marie Tribe of Chippewa Indians, the Sault Ste. Marie Area Public Schools, a student recruiter, and the students themselves.

Of the 125 students who were members of the Sault Alternative High School at one time or another during the year, 58 (46.4%) students were inactive in the program at the conclusion of the program's first year. Table 8 summarizes the frequency of reasons given for not completing the program (State of Michigan requirements demand that "Re-enrolled students in Traditional High Schools" be counted as a reason for departure from the program).

Table 8

Reasons for Departure from
the
Alternative High School Program

Reason	Frequency Count
Employment	7
Lack of Interest	19
Marriage	1
Moved from Community	8
Enrolled in Evening Adult School	2
Personal or Family Problem(s)	13
Military Service	2
Non-Attendance	5
Never Attended after Enrolling	12
Adjudicated, Sentenced to Prison	2
Re-enrolled in Traditional High School	3
Total	58

Table 9 summarizes the follow-up information on the students of the Sault Alternative High School in June of 1975. As can be seen in this table, many of the students planned to return to the Alternative High School in the fall of 1975. A high percentage (80%) of the returning students were placed in summer jobs in local businesses or in federal assistance summer youth employment programs. The number of students returning to the regular public school programs either during the program's initial year or the next year was quite small.

Table 13

Disposition of Alternative High School

Students as of June, 1975

Category	Number
Passed High School Through Credits	11
Passed G.E.D. Examination	4
Returned to Public School	3
Placed in Higher Education	2
Placed in Vocational Training Program	5
Placed in Employment	52
Entered Armed Services	2
Scheduled to Return to Alternative High School in Fall, 1975	28
Scheduled to Return to Public High School in Fall, 1975	1

Sixty-two per cent of those eligible students returned in the Fall of 1975 to the Sault Alternative High School program.

Performance Objective Data

In the development of this special social/educational program, the author identified, as previously outlined, six major performance objectives to be achieved during the first year of operation. Each objective, its method of measurement, criterion for success, and outcome will be discussed individually.

Objective One: "Students will attend academic classes in the Neighborhood Education Center (Alternative High School) setting after developing an individualized education program plan with their counselor."

Measurement: The number of students who satisfactorily receive credit toward their high school diploma or G.E.D.

Criterion for Success: At least 80% of students will reach goal.

With regard to the outcome, attendance in academic classes averaged 76% in the fall semester and 77% in the spring semester. As one student told the author, "Not bad, since my attendance at Sault High was just the opposite!" On the average, the sudents earned 5.8 credits of high school requirements and showed an average of 8.6 grades completed. Fifty-two of the students remained in the program for the entire year. As noted previously, 11 of the students completed the necessary credits for a high school diploma

and four others successfully passed the G.E.D. Examination.

In addition, each entering student was administered the Gates Silent Reading Test and the Wide Range Achievement Test to establish an entering level of proficiency in these basic skills. With regards to the Reading Test, the students performed, on the average, at a 4.90 grade level on reading rate and at a 5.50 grade level on reading comprehension. Similar grade-level performance was determined for the students on the math test. In this case, the average grade-level achievement was found to be 6.20 upon entering the program.

As a means of assessing progress in these basic skill areas, each student (N=40 out of 125) was retested at the end of the school year. In reading rate, the students averaged an increase of +2.3 grade levels, resulting in a final average performance rate at the seventh grade level (standard deviation of 2.8 grade levels). The students showed an average increase on reading comprehension of +2.1 grade levels, resulting in a final average level of 7.5 (standard deviation of 2.7 grade levels).

In mathematics, at the end of the year, the mean performance of the Alternative High School students was at the 8.7 grade level (standard deviation 2.8 grade levels). This represents an average increase of +2.5 grade levels for the students. While the mean change in student performance scores from entrance measure to termination measure is quite large (2 full grades), the average termination performance is still at a subnormal (as compared to age, and appropriate grade level expectations) level and an examination of post-test performance reveals considerable variation across students. For example, on the mathematics post-test the grade-level performance ranged from a low grade level of 4.9 to a high of 13.3. Similar variability can be found in the post-test reading rate and comprehension scores. Table 10 shows the mean and standard deviation, for the pre-test, the post-test, and the mean gain for each of the three tests administered.

The wide variations in achievement levels clearly indicated the need for highly individualized instruction and assistance for these students. These data also prompted consideration of the need to provide remedial assistance for most of the Alternative High School students.

Table 10

Alternative High School Student
Pre-Post Achievement Tests:
Means and Gains

N=40

Category	Pre-Test		Post-Test		Gains	
	mean	s.d.	mean	s.d.	mean	s.d.
Reading Rate	4.9	1.7	7.2	2.9	+2.3	2.4
Reading Comprehensions	5.5	1.7	7.6	2.7	+2.1	2.3
Mathematics	6.2	1.4	8.7	2.6	+2.6	1.5

Objective Two: "Students will develop an individualized counseling pattern with the counselor and staff members."

Measurement: The number of students who draw up individualized plans of academic goals and schedule of classes.

Criterion for Success: At least 80% of the students will develop plans.

Regarding the outcome, all of the students who remained in the program were able to fulfill their proposed academic plan. Since the reasons for leaving the program were varied (review Table 8), the failure to complete the academic aspect cannot be construed as simply failure of the academic counseling. In a number of cases reported by the staff in conversations with the author (as project author and administrator), during the initial steps or starting points in the academic plan, the student's goals changed or required some modification, or the student requested some form of unexpected remedial assistance. The individualized approach taken by the teachers provided a flexible and ready adjustment capability, thereby necessitating little, if any, modification in the projected final goals.

Objective Three: "Students seeking employment will receive career job placement assistance."

Measurement: The number of students placed in full or part-time employment during the school year.

Criterion for Success: At least 70% of interested students will be placed in employment situations.

As an outcome, 55 of the students (excluding the "no-shows", etc.) were placed in part-time or full-time employment. Thirty of the students who had been placed were still employed at the end of the project's first year. All of the returning students (Fall, 1975 enrollees) were placed in summer jobs. These placements included both work assignments and employment responsibilities in local

groupings). Placement of the five interested students in vocational or adult education classes was not highly successful. None were able to complete the chosen program. Only three of the students accepted encouragement to return to the regular high school program. Conversations with the staff by the author indicated that the students preferred the minimal stress atmosphere at the Alternative High School and choose not to be placed at the Sault Ste. Marie Area High School with a grade 9-12 enrollment of 1500 students. The staff members expressed their awareness of an concern for overcoming this student attitude about non-Alternative High alternatives such as the Sault Area Skill Center. (Since the first year of the program, this component has not enjoyed a strong degree of measurable seccess during the regular school year. However, the author has introduced summer vocational Skill Center classes, funded under C.E.T.A. as a classroom training component, and the degree and rate of success have increased dramatically. Therefore the summer or other low-usage scheduling option is suggested as a consideration for other communitites in replication efforts).

Objective Five: "Students will be exposed to a variety of topics related to one's physical, mental, and social survival in everyday life"

Measurement: Attendance and participation in "survival" classes, changes in behavior and attitude toward school, self, and others.

Criterion for Success: 90% of the students will successfully completed.

As an outcome, the "survival" classes covered a broad range of topics presented in a wide variety of formats (e.g., formal lecture, discussions, and role-playing). The topics discussed ranged from vocational awareness to veneral disease. A complete listing of the topics is found in Appendix B.

Student response to the "survival" classes was quite positive as indicated by the high attendance, participation, and completion levels (88% of the enrollees completed the "survival" course). Visits by the author during these classes indicated a strong degree of involvement on the part of the students. They actively explored points of interest as reflected by continuous questions and, at times, loud debates and discussions. Responses on a brief student questionnaire supported the student approval of and interest in "survival" classes evident in the author's visits to the project site (located at a Roman Catholic Mission building for the Chippewa Indians of the area). The students viewed these classes as informative and conductive to expression of personal concerns and problems.

The assessment of a broad spectrum of student attitudes is, of course, difficult to do accurately. One step toward this end was the employment of a rating scale for a number of student behaviors and attitudes related to self, others, and school. One of the rating scales involved ten items on which a student could be rated as unsatisfactory, satisfactory, or outstanding. Each of the participating students was rated on a bi-monthly basis by the staff director of student services. It was the author's hope that a comparison of the initial and final ratings would reflect general changes in the ten categories for the school year (see Table 11).

As can be seen in Table 11, the frequency of ratings for each of the three levels on each of the ten items shows a preponderance of satisfactory ratings for the forty students rated. Therefore, to more clearly reflect the change in ratings from the beginning to the end of the project's first year (school year), a mean rating was computed for both pre and post ratings by averaging the product of the frequency times the level of rating (i.e., unsatisfactory =3). These average ratings are shown in the last column of Table 11.

As can be seen from Table 11, the anticipated movement towards more satisfacory ratings did occur from mean pre to mean post ratings. The most noticeable changes occurred on items related to seeking alternative solutions to problems (Item #9), openness to views (Item #6). and interactions with opposite sex peers (Item #5).

Table 11

Attitudinal Ratings of Alternative

High School Students by Director
of Student Services

(Scale: 3=unsatisfactory, 2=satisfactory, 1=outstanding)

	1		2		3		Mean	
Category:	pre	post	pre	post	pre	post	pre	post
1. Willingness to take direction	4	6	32	30	4	4	2.00	1.95
2. Cooperation with peers	3	5	32	30	5	5	2.05	2.00
3. Able to take criticism	0	4	36	30	4	6	2.10	2.05
4. Low self-esteem	1	5	38	33	1	2	2.00	1.93
5. Interaction with opposite sex peers	2	2	27	32	11	6	2.23	2.10
6. Openness to views	2	0	35	38	3	2	2.03	2.08
7. Aggressive responses to frustration	2	9	35	37	3	3	2.03	2.08
8. Initiation of group interaction	2	3	12	17	26	20	2.60	2.43
9. Seeking alternative solutions to problems	1	3	33	34	6	3	2.13	2.00
10. Optimistic about one's life	1	7	39	30	0	3	1.98	1.90

The changes shown are not large and to a considerable degree are clouded by averaging across 40 students. Individual students did, in some cases, show marked changes in several of the categories.

Another difficulty the author encountered with the ratings was the individual differences in the application of the rating scale by various staff members. Two of the teachers rated the students during the next-to-the-last-month of the program's operation. Table 13 shows the ratings by each of these teachers for 39 participants. A quick inspection of their ratings compared to those shown in Table 12 reveals a general consensus in the pattern of ratings given. However, student-by-student comparison of the ratings for each item by the two teachers results in a maximum of 33 matches out of 39 possible and a minimum of 25 matches out of 39 possible. Table 13 shows the number of non-matched ratings for each of the ten items. Apparently even with a general consensus in rating, the raters did show differences in the application of the rating scale (less than optimum interrater reliability).

Table 12

Attitudinal Ratings of Students by Two Teachers

(Scale: 1=Outstanding, 2=Satisfactory, 3=Unsatisfactory)

	Teacher #1			Teacher #2			Non-Matched
Item	1	2	3	1	2	3	ratings
1.Willingness to take direction	0	33	6	5	27	7	12
2.Cooperation with peers	0	25	14	05	25	14	6
3.Able to take criticism	0	31	8	0	32	7	14
4.Low self-esteem	0	20	19	0	30	9	12
5.Interaction with opposite sex peers	1	22	16	0	24	15	9
6.Openness to views	1	33	5	0	35	4	7
7.Aggressive responses	0	30	9	0	34	5	7
8.Initiation of group interaction	9	18	21	2	14	23	10
9.Seeking alternative solutions to problems	0	32	7	2	36	1	7
10. Optimistic about one's life	1	31	7	1	37	1	9

Table 13 presents ratings, both pre and post, done by a teacher on student performance in his class. This scale was modified from the attitudinal rating scale presented in Table 12 to be more suitable to the classroom situation. As can be seen from Table 13, the students showed a general trend towards more satisfactory ratings on the post rating as opposed to the pre ratings. This trend towards a more satisfactory rating is the case on each of the ten items rated. Note items related to ability to talk about life goals (Item #2), awareness of own values (Item #5), independence (Item #8), and initiation of group interaction (Item #9). When Table 12 and Table 13 are compared, the data collected from the four from the four items in common on the rating scale administered by the Director of Student Services (Table 12) showed a reasonable degree of correspondence. These items included Items #1, #4, 6, and 9 in Table 13 and Items #3, 7, 8, 9 in Table 12.

In summary, two factors seem to be of importance in considering the conclusions to be drawn from the rating data. The first factor is the problem of interrater reliability in the administration of the rating scale. Although the above data do reflect a degree of consensus, some variation is present across the teacher's and the Director of Student Services'. If the author's project was to be replicated elsewhere, perhaps a more detailed and concise set of criteria for each of the rating categories would increase compatibility of ratings. The second factor concerns the attitudinal change expected. Perhaps the author/researcher was overly optimistic to expect marked and persistent changes in the attitudes of young adults after just one short year of interaction. The changes will be slow and gradual as the small changes in the present ratings suggests. Here, perhaps is a reason for having students return to the Alternative High School - perhaps two years of infusion is better than one!

Table 13

Attitudinal Ratings of Alternative

High School Students by

Classroom Teacher

(Scale: 3=Unsatisfactory, 2=Satisfactory, 1=Outstanding

Categoy:	1		2		3		Mean	
	pre	post	pre	post	pre	post	pre	post
1. Cooperatieness with peers	1	6	33	33	6	1	2.13	1.88
2. Ability to talk about life goals	1	4	17	32	22	4	2.53	2.00
3. Ability to show concern for others	0	0	27	39	13	1	2.33	2.03
4. Tolerance for other people	0	0	31	40	9	0	2.13	2.00
5. Awareness of own values	0	0	12	23	28	17	2.70	2.43
6. Ability to tolerate stress	0	0	33	40	6	0	2.15	2.00
7. Aggressive response to frustration	0	0	34	40	6	0	2.15	2.00
8. Independence	1	1	13	33	26	6	2.63	2.13
9. Initiation of group interaction	0	0	15	31	25	9	2.63	2.23
10. Sensitivity to others feelings	0	0	35	40	5	0	2.13	2.00

Objective Six-A: "Students with drug problems will receive assistance from staff and counselors in individual sessions."

Measurement: Number of students contacted and number of sessions held.

Criterion for Success: At least 90% of the students contacted will attend sessions.

As to the outcome, nearly all of the students having a drug-problem attended the drug-related "survival" classes. Although a number of the students left drugs temporarily and some had dropped hard drugs, a number of students still were involved with drugs. These findings are based on informal discussions with the staff since no systematic records of the drug counseling activities of the staff of counselors were consistently maintained.

Objective Six-B: "Students with special problems related to their social needs will be identified by the staff."

Measurement: Students requiring special services will be referred to the Chippewa County Department of Social Services.

Criterion for Success: 100% of the students in need will be referred.

Fifteen students were identified as having special needs and were subsquently referred to the Chippewa County Department of Social Services. In general, the student response to these services was quite favorable, although more time for individual counseling and exploration of services probably would have proven to be more desirable for the students.

Conclusions

Considered as a whole, the Sault Ste. Marie, Michigan, Alternative High School program's first year of operation was a successful endeavor. The program achieved each of the six performance objectives the researcher created and developed. The personal reactions of both the staff and the students seemed to be positive towards both the program (i.e., classes and activities) and each other. Student attendance and interest seemed to stay quite high throughout the year. More specifically, the Alternative High School, also known as the Neighborhood Education Center, and the "Kool Skool," achieved the following objectives:

1. Out of 125 potential students contacted, 11 students completed their high school diploma requirements, 4 students passed their G.E.D. examinations and an additional 52 students completed an average of 5.8 credits of high school work.

2. All of the students who completed the entire year of classes achieved their individual academic schedules.

3. Fifty-five students were placed in full or part-time employment and all the returning students for the second year of the project were placed in summer employment.

4. All the students interested in specific vocational training were enrolled in the appropriate classes, although none of these students completed the classes.

5. A majority of the students (88%) completed the "survival" classes for credit and general positive trends were found in the change of attitudes toward self, others, and school.

6. Fifteen students with special needs were referred to the appropriate social service agency.

Poor performance was noted on Objective #4, which related to completion of vocational programs and on Objective #6, which was related to changes in drug-related behaviors. Although these objectives were met as they were stated, the author/researcher has concluded that the focus of these objectives was on exposure to the problems and not upon substantial student behavior changes. Subsequently, these objectives were modified to focus on student behavior change rather than upon simple exposure to the problem. The reasons why the five students referred to and enrolled in the Sault Area Skill Center's vocational programs did not finish are still not clear and continue to offer a challenge to the researcher/administrator of the program. It appears to the author, after eight additional years with the project, that the students do not wish to return to the monolithic high school (to which the Area Skill Center is physically connected) and do not wish to be faced with and to confront the same stress and anxiety-producing factors that contributed to them dropping out of school. However, the author has been able to extend the vocational day and year, and, with

additional classroom vocational educational training funds from C.E.T.A, has been able to provide special vocational certificated programs at the Skill Center for this special subpopulation of our community at dates and times when the High School is not servicing large numbers of traditional high school students. Those who anticipate replication efforts elsewhere should consider this off-usage scheduling approach when attempting to develop a comprehensive alternative education program for their community.

Recommendations

Based upon the performance of the Sault Alternative High School program of Sault Ste. Marie, Michigan, during the researched first year and during the subsequent years of the project, the author would recommend the following in any replication effort:

1. Increase the number and modify the structure and content of the academic classes offerred in light of the increasing numbers of returning students. The use of peer tutors, teacher aides, or volunteers could provide some of the talents, skill, and options these new classes will need. Perhaps, certain communities with large senior citizen populations could recruit these talented citizens to contribute their skills and knowledge.

2. Provide a sufficient number of resources and materials for student remedial work in the basic skills such as reading, writing, and mathematics.

3. Consider the alternative education model as a short-term educational vehicle and encourage/support students to return to regular public/private school curricula or vocational programs.

4. Develop a strong comprehensive follow-up on students placed in public school, vocational programs, or employment so that data is available for modification of counseling services

5. Continously reassess "survival" -type classes to insure participation by all students, including those who are hestitant or unwilling to become involved.

6. To meet the expectations of the funding sources, boards of authority, and community expectations on results, state performance objectives to specify the desired behavioral changes in more detail. Avoid objectives that call for "number of referrals" or "attendance" as criteria without mention of subsequent performance levels.

7. Establish and maintain on-going staff in-service sessions focused on student and faculty needs and problems perceived by the staff.

8. Although many educators will consider the alternative high school program as a short-term "high intensive care unit" of a public school that works with remediation of basic skills, be sensitive to student attitude change. Do not separate academic efforts from attitude change efforts. Many of the students will find the alternative high school settting as an alternative to "home," and in some cases, it will become their home - a haven of peace, rest, freedom and nurturance.

9. Seek facilities that will provide flexibility of scheduling, reduction of class interuptions, privacy for tutoring and remediation, and areas for counseling and social work services. Select a project site

that is within the business section of town, and preferably in an area that is heavily populated by the students in the evening hours. Such a selection will reduce transportation costs for the program and provide an accessible familiar site with which the students can easily identify.

10. Recognize that the best recruiters for the program are the students and graduates of the alternative education program.

11. Limit the scope, focus, and direction of the program during the initial developmental stages, letting the program and its services grow as student/client needs are assessed and constantly evaluated.

12. Hire graduates of the program as paraprofessionals, support staff, etc.

IV. THE ALTERNATIVE HIGH SCHOOL AS A VEHICLE FOR EDUCATIONAL AND SOCIAL CHANGE

Factors Influencing Replication

In closing, it should be noted that the success of alternative education programs depends on a number of implementation factors. For example, in order for public alternative schools to succeed, school districts must make commitments to the value of alternative education. The author believes after seven years of operating an alternative high school program, that when alternative programs for disruptive drop outs and alienated youth include the elements outlined earlier, they should increase student academic success and commitment to educational pursuits and prevent delinquency among participants. In contrast, where programs are not designed with attention to these elements, they can become "dumping grounds" for disruptive students and are unlikely to prevent delinquency or to foster school success and academic achievement.

Like the Sault Ste. Marie, Michigan, model, school districts will ultimately need to finance alternative programs at a per-student rate at least equivalent to that of other schools in the system. However, in addition to fiancial parity, sufficient autonomy must be given to the alternative programs to experiment and diverge from the traditional system in areas such as staff hiring, student grading, and evaluation (Arnove and Strout, 1978).

Support from the community will have a major impact on programs. An active constituency of students, teachers and administrators, parents, criminal and juvenile justice system members, and other concerned citizens can help a program survive.

The experience of academic failure or success in school is an independent predictor of delinquency that transcends social class or ethicity. Regardless of their socioeconomic background, youths who experience academic success are less likely to be delinquent than those who do not (Call, 1965; Jensen, 1976; Polk and Halferty, 1966; Stinchombe, 1964). Many of the students who are assigned to lower

"tracks" in schools because of low perceived ability or even for nonacademic reasons become increasingly dissatisfied with school (Kelly, 1977), increasingly absent and truant, and less committed to school. Providing opportunities for a greater proportion of students to experience success in school appears to be an important goal for alternative educational programs.

The degree of student commitment to educational pursuits is a second important factor to be considered in any discussion of delinquency prevention. Elliot and Voss (1974) found that where commitment was low, delinquency, school crime, vandalism, and drop out are likely. Hirschi's (1969) data suggest the importance of attachment to school. Sakumoto (1978) has found this variable independently related to delinquency. When students do not like school, behavior problems and delinquency are more likely. Thus, both Elliot and Voss's (1974) and Hirschi's (1969) research suggest that educational innovations which encourage students to feel as though they are a part of the school community and that they too can become committed to achievable educational goals should hold promise for preventing delinquency and promoting school success.

There appears to be a third factor which promotes and fosters the alienation of youth from the traditional school. Although not studied or analyzed within the cofines of the Sault Alternative High School program, there appears to be a strong relationship between a student's having delinquent alienated friends and engaging in delinquent behavior himself or herself (Weis et al., 1979).

Finally, there appears to be a school-related variable which has an effect upon the academic performance, school attitudes, and behavior of the alternative high school student. Students who like school and have higher grades are less likely to have delinquent friends than students with lower grades and those with less favorable attitudes toward school. Young people establish peer attachments at school. If they develop attachments to delinquents or others engaged in problem behavior at school, they are more likely to engage in these behaviors themselves. Educational innovations which encourage students to develop attachments with more conventional student peers and with teachers or other con-

forming adults appear to hold much promise. Indeed, efforts to encourage social bonding and modeling of the socially desirable behaviors of peers and faculty are considered a prerequisite for the successful replication of the alternative high school model.

From the author's attempts to evaluate the Sault Alternative High School program over the past eight years, several elements of alternative education approaches appear promising for replication efforts. The elements that appear most promising for alternative high school replication effort success follow.

Individualized Instruction

Disenfranchised students are usually behind their age peers in development of cognitive skills. To present students with challenging and realistic educational tasks, alternative high schools should assess student achievement levels to determine appropriate course work and to obtain a baseline for measuring progress. Since it is likely that student achievement levels will vary, individualized learning approaches are important. Without an individualized curriculum, the alternative may simply become another environment in which some students will experience failure due to an inability to keep pace with their classmates and other students will be bored and disruptive because they are held to an unchallenging learning schedule. To the extent that individualized learning programs can be tailored to the interests and abilities of students, student motivation and commitment to the educational endeavor should increase.

Reward Systems

The rewards offered to students by an alternative high school are external, extrinsic indicators to them of success. To generate commitment and to motivate students effectively, these rewards must be attainable and clearly contingent on student effort and proficiency.

To ensure that these conditions are met, realistic, attainable

goals must be established for each student and clear rewards must be outlined for different levels of demonstrated student effort and proficiency. The use of contracts without identification of differential rewards attached to levels of student achieement does not appear to result in improved academic performance.

Rewards do not have to be limited to traditional grades. They can be keyed to the specific interests and goals of each student, such as providing the student with part-time employment assistance, permitting the student to perform as a peer counselor, allowing the student to serve as a teacher aide, hot-lunch supervisor, building maintenance supervisor, etc.

Rewards can also be focused upon reinforcing positive classroom behaviors to assist in the task of classroom management; such as: behavorial modification programs, contracting, "earned points", etc., and defined by individual contract. Goal-Oriented Work and Learning Emphasis in the Classroom and Program.

A "work and learning" orientation in the classroom can provide a context in which efforts to attain educational goals make sense to students. Individualized learning approaches and rewards contingent on proficiency are likely to foster a climate in which academic success will be experienced. Teachers should structure their classes so that the student's attention and effort is clearly focused upon working to develop cognitive skills and to attain educational goals.

Conducive Physical and Human Factors

Small Student Population in the Program

Alternative schools generally have a small number of students in comparison to the conventional schools from which their students are drawn. Despite the disruptive histories of many of their students, alternative schools are usually characterized by "almost a total lack of violence" and an absence of discipline problems and vandalism. Small size may be a contributing factor. (In the nine years of operation, the Sault Alternative High School annual "Vanda-

lism Reports" indicate an almost total absence of incidents or reported vandalism.) Alternative high schools should seek to facilitate warm personal relationships between students and teachers and should exert efforts to minimize student anonymity in the school setting.

Low Student-Adult Ratio in the Classroom

It appears that the physical factor of the student to adult ratio is likely to be important due to its influence on interactive variables. When teachers work with a small number of students, they have more opportunity to relate to students as individuals, to provide individual attention, and to establish personal relationships. At the Sault Alternative High School setting, the optimal "student-teacher" ratio has not been empirically established, though an annual range of from 10 to 1 to 15 to 1 has been the practice and appears desirable.

Caring, Competent Teachers

Process evaluations of the Sault Alternative High School have not been systematically undertaken; but it appears that the promotion of caring relationships between teachers and students may contribute to the students' success at the Sault Alternative High School. The Sault Alternative High School's teachers' personal characteristics and teaching styles appear to be important in establishing warm relationships of mutual respect with students who have become alienated from our district's traditional high school. The author believes that the most important teacher characteristic is not special training. Rather, in teacher selection, the critical personal ingredient appears to be a combination of genuine interest in working with troubled students, patience, determination, support, flexibility, and adaptability to different students. Consequently, the author strongly recommends that alternative programs should look for these characteristics in recruiting teachers.

Affective Education

It appears that warm relationships between students and teachers must be combined with a classroom orientation towards cognitive skill development and academic achievement if the alternative high school goals of academic success are to be achieved.

Affective education approaches appear to have enhanced postive relationships among students as well as between students and teachers. Thus numerous affective education curricula, i.e., "survival day," emphasizing decision-making skills, communication skills, conflict resolution skills and, in some cases, clarification of individual values, have been developed. These infusions appear to have improved students' attitudes towards school, increased attendance rates, decreased disruption and suspension rates, and decreased school violence and vandalism.

Strong, Supportive Administrator

Finally, strong leadership from the alternative high school administrator appears to be essential. The principal, the project director, sets the "climate" for implementation of the author's above-listed "success" elements. Strong leadership, consistency, and fairness appear to be important. The project director must encourage implementation of educational approaches which lead to academic success for students, create a climate of respect for students, and establish fair and consistent discipline procedures.

Student and Parent Involvement in School Decision-Making

It appears that another possible vehicle for enhancing student commitment to an alternative high school setting is the involvement of students and their parents directly in school decision-making. "We're Here By Choice, Not Force" is the motto of the Sault Alternative High School. School rules, developed by the students,

are few in number and have been reduced to six basics: attend class, bring no alcohol or drugs to school, do not smoke in the building, treat all with respect for their dignity, be orderly, and make visitors feel welcome.

Parental involvement in school decision-making may also be a means to increase student commitment to school. It appears that student and parent involvement in the Sault Alternative High School decision-making process has increased student attachment and commitment to school and apparently has helped to eliminate school vandalism, while it has simultaneously contributed to a decrease in school-related behavioral problems.

Supplemental Social Service

It appears that supplementary services such as counseling, support groups, and the teaching of practical life survival skills (such as balancing a checkbook, credit buying, and looking for a job), may be beneficial to the alternative high school student and may contibute to her/his academic achievement. If counseling and other support services are offered in an alternative program, care should be taken to document the rationale for the model of supplemental services provided, to document and describe the actual supplemental service delivered, and to evaluate the effects of the supplemental services.

Vocationally-Oriented Components

Although not achieving its stated goal articulated in Objective Four, the Sault Alternative High School model provides orientation to and preparation for the world of work. Such a program component focus enhances both the student's practical skill development and his or her commitment to school experience. Students appear to strongly favor and appreciate the practical orientation and the emphasis upon applied learning experiences. Nevertheless, it appears that vocational approaches are not essential in a successful alternative high school.

Peer Counseling

Although the author has no documented evaluation data, it appears that peer counseling exists in the Sault Alternative High School. The introduction of peer counseling into the program was based upon a recognition of the strength of peer influences upon youth's behavior and the continued use of peer counseling has been fostered to increase both student commitment to the school and to increase positive student to student attachments. The later is accomplished by guiding the involvement of "positive" and "negative" students during the processes of discussion and problem-solving.

Product Evaluation and Process Monitoring

Alternative education programs should develop procedures for describing and monitoring the program process. Such procedures should include process evaluation of student probelm identification, intervention strategies, and program content.

If the alternative high school program goal is to provide a learning program where students experience success, attention should be given to ensure that all students are pre-tested and post-tested in English and math while simultaneously being assessed on attitudinal and behavioral measures. In addition, attempts should be made to evaluate student coping and problem-solving skills, student skills for seeking and holding employment, and student attitude and behavioral indicators of respect for authority and acceptance of responsibility.

Epilogue

The author has attempted in this section to present a number of elements which he believes will enhance an alternative high school program for youth alienated from conventional/traditional high schools. These elements have included:

1. The development of individualized instruction with curricula tailored to students' learning needs and interests and characterized by clear specified goals, and by the development of an individually paced learning program for each student.
2. The specification of clear rewards for individual improvement in academic competency.
3. A commitment to goal-oriented work and learning emphasis in the classroom.
4. A commitment to a small student population in the program.
5. A commitment to a low student-adult ratio in the classroom.
6. The selection and support of caring, competent teachers.
7. The selection of a strong, supportive administrator.
8. A commitment to the introduction of student and parent involvement in school decision-making.
9. The provision of supplemental social services.
10. The development of vocationally-oriented components.
11. The fostering of peer counseling.
12. The introduction and continued employment of product and process evaluation and monitoring.

It is important to emphasize that none of these elements alone is likely to produce a successful alternative education high school program. It is the combination of such elements which holds promise to bring about an educational and social change.

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APPENDIX A: Agencies and Individuals Who Contributed Time and Resources to the Program

Sault Ste. Marie Neighborhood Education Center, Inc.
Board of Directors -

Mrs. Audrey Ailing - Native American Parent

Mrs. Anne Eames - Native American Parent

Mrs. Isabelle Sheber - Native American Student (oldest student-age 65), and parent

Dr. Harold Bergsma - Department Chairman, Department of Education Lake Superior State College, parent of enrollee

Mr. Richard Selway - Assistant Director, Chippewa County Department of Social Services

Mr. Louis Guizzetti - Director, Community School Programs, Sault Ste. Marie Area Public Schools

Mrs. Blanche Belanger - Home/School Coordinator, Indian Education, Title IV-A Program, Sault Ste. Marie Area Public Schools, parent

Mr. John Kibble - Director of Indian Education, Sault Ste. Marie Tribe of Chippewa Indians, parent

Mr. John Thomson - Native American Student

Mr. Steven R. Malmberg, Director or Compensatory Education, Board of Education, Sault Ste. Marie Area Public Schools

Hon. Judge Jack Church - Juvenile Judge, Chippewa County

Mr. Al Tipton - Director, Sault Ste. Marie Alternative High School

Supportive Agencies:

Chippewa County Department of Social Services
Chippewa County District and Juvenile Courts
Eastern Upper Peninsula Intermediate School District
Eastern Upper Peninsula Mental Health Clinic
Chippewa County Department of Public Health
Sault Ste. Marie Tribe of Chippewa Indians
Inter-Tribal Council of Michigan, Inc.
Lake Superior State College
Michigan Employment Security Commission
Michigan Department of Education
Michigan Neighborhood Education Authority
Sault Ste. Marie Area Public Schools
Sault Ste. Marie Chamber of Commerce
Michigan State Police
Big Brothers/Big Sisters of Chippewa County, Inc.
Sault Area Skill Center
Eastern Upper Peninsula C.E.T.A. Consortium
Michigan Department of Labor
Central Savings Bank
St. Isaac Jogues Roman Catholic Mission
Dial-A-Ride

APPENDIX B: List of Topics Covered
by "Survival" Classes

"Survival" Class Topics included the following:

Value Clarification
Lake Superior State College's Upward Bound Program
Mobile Career Development Center
Occupational Inventory (Ohio Vocational Inventory Survey) - given and interpreted
Native American Dancing
Planned Parenthood
Rape and Pregnancy
Venereal Disease
Drug Use and Abuse
Alcohol Abuse
Work - What is it?
Applying for Jobs - Interviews
Sault Area Skill Center Placement
Discussion of Schools
Law Enforcement - Local, State, and Federal, and Your Rights
Customs and Immigration

Field trips to Algoma Steel Corporation, Limited, and Pendill's National Fish Hatchery

APPENDIX C: Demographic Data of Students Served

Summary Report of Type of Participants

Sex	Male	76
	Female	49
Ethnic	Native American	50
	White	75
Average Number of Grades Completes		8.6
Average Number of High School Credits Earned		5.8
Average Number of persons living in home of student		4
Total Number of Families on Public Assistance		73
Number Ever Arrested by Police		75
Number Ever on Probation		65
Number on Parole		7

N=125

APPENDIX D: Staff Data

Staff Data

1. Total Staff Working in Building Center — 7

2. Total Staff Working with Alternative High School Program — 10.5

3. Staff Breakdown (Total Program)

Administration	1
Instructional	3
Counseling (One full time counselor and one counselor working ten hours per week.)	1.5
Para-professional (Teacher Aide)	1
Secretarial/Clerical	1
Maintenance (Two students working ten hours per week each.)	2
Bus Driver (Twenty hours per week)	1

APPENDIX E: Program Costs

Total Funding Sources

	Neighbohood Education Authority	State of Michigan	Local Schools	Welfare Dep't
Administration				
Director	$12,996			
Audit	500			
Instruction				
Fringe Benefits	524		$2,409	249
Fixed Costs	2,979	$15,000	5,807	
Teacher			19,524	
Counseling/Coordinator		7,500	1,381	
Para-Professional				
Teacher Aide	3,849			
Support Staff				
Bus Driver	1,016			
Secretary				5,303
Recruiter	5,059			
Student Travel				
Transportation	1,399			1,622
Gas and Oil	261			
Staff Travel				
Conferences/Workshops/Seminars/ In-Service	2,439			
Equipment and Supplies				
Student Supplies	5,463			
Office Supplies	400		279	
Rental of Equipment	1,627			2,800
Other				
Consultants	2,646			
Dissemination	2,081			
Student Emergency Fund	1,181			
Telephone	344			
Total:	$44,764	$22,500	$29,400	$9,974

Grand Total: $84,138

APPENDIX F: Test Results

Reading Portion Testing

Test Name, Battery or Level, and Form(s)		Standardized Silent Reading Test, Form I Level II, 1965, Bobbs-Merrill Company, Inc., Indianapolis, IN.
Dates of Test Administration		
Pre-Test		
Reading Rate	1/27/75	
Reading Comprehension	1/27/75	
Post-Test		
Reading Rate	5/28/75	
Reading Comprehension	5/28/75	
Number of Students in the Program		52
Number of Students Pre and Posttested		40
Average Number of Hours per Week Students Involved in Reading Program		5
Pre-Test Average (G.E.U.)*		
Reading Rate		4.9
Reading Comprehension		5.5
Post-Test Average (G.E.U.)		
Reading Rate		7.2
Reading Comprehension		7.5
Amount of Change (G.E.U.)		
Reading Rate		+2.3
Reading Comprehension		+2.1

* G.E.U. = Grade Equivalent Unit

Mathematics Portion Testing

Test Name, Battery Level, and Form(s)		Wide Range Achievement Test (W.R.A.T.) c. 1965, Level II, J.F. Jastak and S.R. Jastak, Guidance Associates, Wilmington, Delaware
Dates of Test Administration		
Pre-Test	1/27/75	
Post-Test	5/28/75	
Number of Students in the Progran		52
Number of Students Pre and Post Tested		40
Average Number of Hours per Week Students Involved in Mathematics Program		5
Pre-Test Average (G.E.U.)*		6.2
Post-Test Average (G.E.U.)		8.7
Amount of Change (G.E.U.)		+2.5

*G.E.U. = Grade Equivalent Unit